
Connect
Primary 3
Plus
Student's Book
Term 1

Connect Plus is a new and innovative course specially designed for learning based on life skills and citizenship education.

- Exciting stories, catchy songs and motivating craft activities
- Engaging characters that children will identify with
- Pre-emergent reading and writing skills including phonics
- A syllabus for learning new age-appropriate skills for home and school
- An emphasis on values for young learners

Connect Plus provides the complete package for learning based on life skills and citizenship education.

Student's Book
Activity Book
Teacher's Guide
Class Audio CD
Flash Cards
Posters
Digital materials available on the Egyptian Knowledge Bank



Connect Plus has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD).

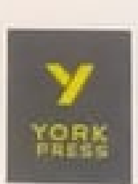
www.connectforegypt.com











Size 21 x 29.7 cm
Extent 148 pp
Color 4/4
Grammage 240/80 gm

Scope and Sequence

Who am I?

Unit	Vocabulary	Language	Reading
1 [illegible]	*A sports event:* athlete, compete, distance, jump, measure, medal, race, throw, track, win *Being a good friend:* apologize, have fun, listen, make fun of, pressure someone, spread rumors, support, tell secrets	*I think the athlete on the left will win.* *It won't be easy to win today!* *Will they be tired?*	A text about a friend; a text about world records
2 [illegible]	*Human biology:* arteries, beat, blood, bone, brain, elbow, heart, jaw, knee, lungs, organ, oxygen, muscle, nutrients, pump, rib, skeleton, skull, veins *Physical protection:* helmet, knee pads, etc.	*I'm going to wear a helmet.* *He isn't going to go to the pa[illegible] today.* *Is she going to climb the rock?* *Yes, she is.*	A text about bones; a website about digestion
3 [illegible]	*A healthy diet plate:* carbohydrate, dairy, fat, fiber, minerals, protein, sugar, vitamins *Food packaging:* calories, enough, percent, serving, sodium, too much	*You should eat a healthy lunch every day.* *You shouldn't eat cookies every day.*	A leaflet about water; a text about preserving food; a text about sugar
Review 1	Revision of units 1–3		
Non-fiction reader		Hospitals	

Who am I?

Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Soft c: race, city, distance, citadel	**Self-management:** talking about feelings	**Perseverance** **Compassion**	**Community participation** **Loyalty and belonging**	**Math:** recording data; measuring in meters and centimeters; making a graph
Long 'oo': mood, food Long 'oo': book, [illegible]	**Self-management:** personal protection	**Appreciation of science** **Cooperation**	**Preventative health** **Therapeutic health:** healthy and unhealthy lifestyles	**Science:** digestion; sunscreen and taking care in the sun
-tion ending: nutrition, digestion	**Decision making:** making healthy choices	**Independence**	**Therapeutic health:** a healthy diet for a healthy mind	**Science:** water and why we need it **Math:** decimal points; measuring ingredients
	Communication			
	Creativity	Curiosity Independence	Therapeutic health	

Name:

School:

Class:

School year:



Theme 1:

Who am I ?



Unit 1 At the track

1 Look, listen and read



Today, we're at the track. There's a big sports event. Lots of **athletes** from different schools are **competing**.
Look! They are **wearing** red, blue, green, and black.
There are competitions in running, jumping, and **throwing**. I'm watching the long jump. I think the **athlete** wearing red will win.

Vocabulary

2 Read and match. Then listen, check and say



a athlete **b** distance **c** race **d** measure **e** jump
f track **g** compete **h** medal **i** win **j** throw

3 Read and circle

I'm at a sports event today with Mommy and my brother. Some (1) **athletes / medals** are running. The (2) **track / athlete** is 800 meters around the field. The (3) **race / throw** is exciting – the athletes are running very quickly. I hope Waleed (4) **wins / throws** today!
There is a throwing competition, too. You have to (5) **throw / jump** the ball as far as you can. Three meters is a good (6) **race / distance** for throwing the ball. Someone (7) **measures / competes** how far the athletes throw the ball.
That athlete (8) **competed / measured** in a sports event and won. He can (9) **jump / distance** really high! Now, he is getting a (10) **track / medal**!



4 Think and say

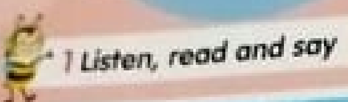
What sports events do you like?

I like throwing.

I like jumping.

Vocabulary: *athlete, compete, distance, jump, measure, medal, race, throw, track, win, event*

Language use



1 Listen, read and say



1 I think the athlete wearing the green T-shirt will win.



2 I think our school will get a medal today!



3 Will it be a good competition?



4 It won't be easy to win today!

2 Read, look and match. Say

- [a] I think the event will be amazing!
- [ ] Will they be tired?
- [ ] It won't be difficult to hear him!
- [ ] The winner will be happy!



Language: *She will (be happy).*
It won't (be easy).
Will they (be tired)?

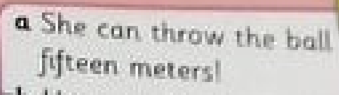
Language use

Unit 1



1 Read and match

1 How far can he jump?
2 How high can she jump?
3 How fast can he run?
4 How far can she throw the ball?



a She can throw the ball fifteen meters!
b He can jump four meters!
c She can jump one meter!
d He can run 100 meters in 15 seconds!



2 Look and answer

Name	Time for 100-meter race
Fares	18 seconds
Sherif	14 seconds
Amir	15 seconds
Tarek	16 seconds
Adam	17 seconds



1 Who was the fastest? Sherif was the fastest.
2 Who was the slowest? ________
3 Was Adam faster than Tarek? ________
4 Was Amir faster than Adam? ________
5 Was Tarek faster than Amir? ________

3 Read and complete

higher	farther	faster
the highest	the farthest	the fastest

1 (**High jump:** Lara: 120 cm, Dina: 125 cm, Amira: 130 cm)
Dina jumped higher than Lara. Amira jumped ________.

2 (**Long jump:** Youssef: 360 cm, Ramy: 365 cm, Seleem: 357 cm)
Youssef jumped ________ than Seleem. Ramy jumped ________.

3 (**100 meters:** Talia: 14.5 seconds, Reem: 15.5 seconds, Mariam: 16.5 seconds)
Reem ran ________ than Mariam. Talia ran ________.

Reading and writing

1 Why is Nesma training? Read and answer

Hello! My name's Nesma and I'm at the track with my friend, Sara. Sara is an athlete, so she does a lot of exercise. We come here three times a week. She comes with her parents once on the weekend, too.

Sara is a runner, and she has a big **competition** next month. I think she'll win! I'm training with her to **support** her, and it helps me get fit. We **warm up** together and we have fun! I record her race times, too.

Her best event is the 200-meter race. She's very fast! Sara was in a race last month, but she didn't win. She **came second**, so she wants to **try harder**. She finished in 35 seconds. She wants to be faster next time.

Sara always eats healthy food. We bring some fruit to the track to have a snack, and we drink lots of water.

I like helping Sara because she's a really good friend to me. She always listens when I have a problem, or if I'm worried about something. So that's why I want to help her as much as I can!

2 Read again. Circle the correct meaning

1 warm up	a get your body ready to do exercise b record someone's time	
2 support a friend	a help a friend	b get your friend a snack
3 come second	a finish after lots of people in a race b be the next person to finish after the winner	
4 try harder	a hope to do better	b work hard to do better

3 Read again and answer

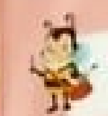
1 How often does Sara go to the track? Four times a week
2 Does Nesma think Sara will win her competition? ______
3 Did Sara win her last race? ______
4 What snacks do Sara and Nesma eat? ______
5 Why does Nesma want to help Sara? ______

Vocabulary: come second, support a friend, try harder, warm up



Reading and listening

Unit 1



4 Read the text in Exercise 1 again. Find and underline these words. Are they in the beginning, middle or end of a sentence?

and but because so or

5 Complete the sentences ~~and~~ but because so or

1 I like running and jumping.
2 It's hard to run today ______ it's hot.
3 I like running ______ I'm not very fast.
4 He has a race next week ______ he trains every day.
5 She doesn't like throwing ______ jumping.

6 Listen. How far will the children run?



They will run ______.

7 Listen again and complete

1 How ______ can you run?
2 Do you enjoy long ______ running?
3 Who do you think ______ win?

8 Ask and answer



Which sport do you think is easy? Which sport is difficult?

Do you enjoy running?

How often do you do sport?

Project: Make a theater stage



Think about one of the world records or Olympic medals you read about. You can find out about a new one, too! Imagine what happened when the athlete got it.



1 Read and make your stage

Who is in the play?

What do they wear?

What do they do?

Where is the play?



2 Make



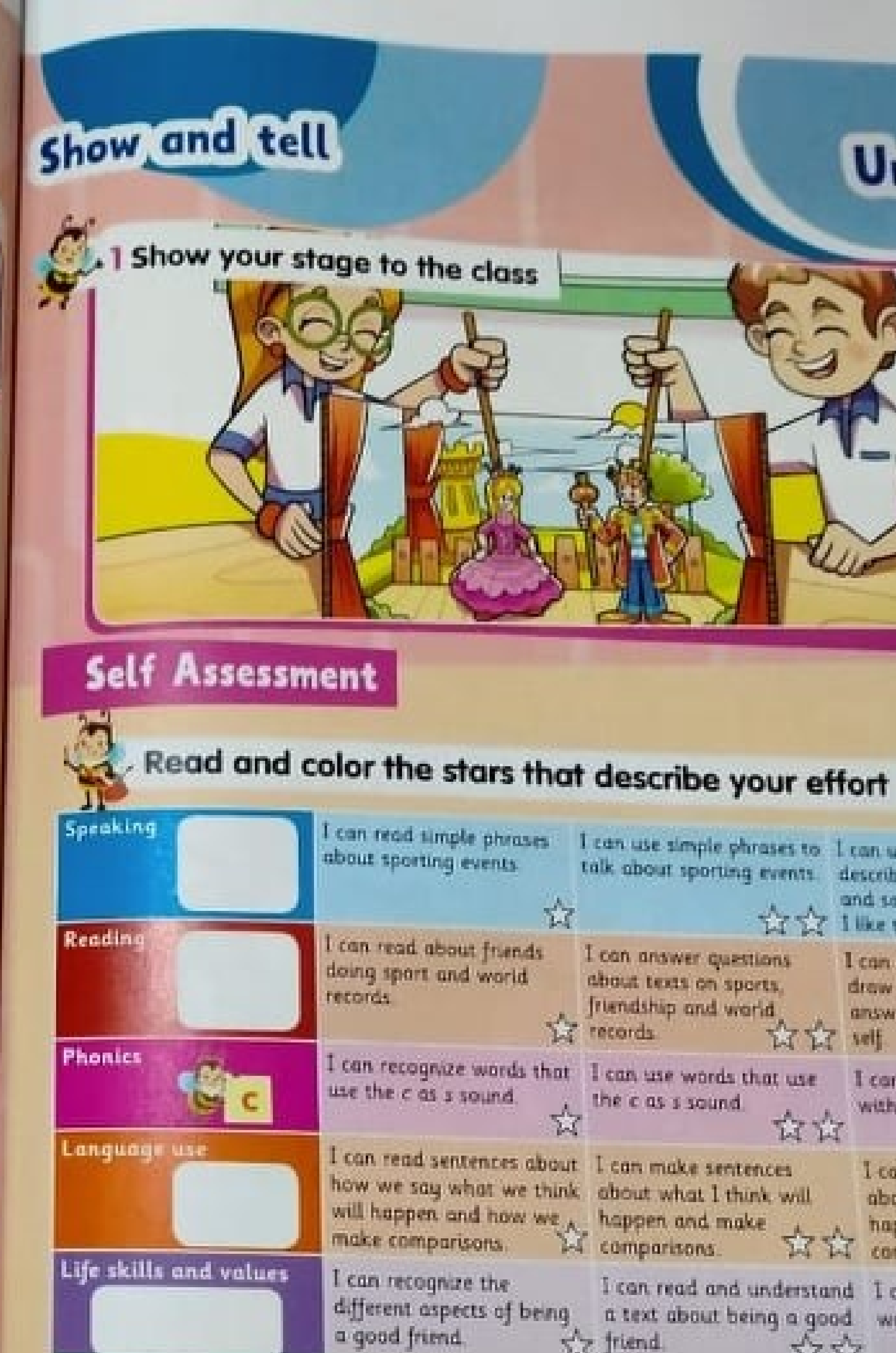


1. Cut out your characters.
2. Color and tape them on the popsicle sticks.
3. Cut the front of the box out. Make a stage for your play!

Show and tell

Unit 1

1 Show your stage to the class



Self Assessment

Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Speaking	I can read simple phrases about sporting events.	I can use simple phrases to talk about sporting events.	I can use sentences to describe sporting events and say which ones I like the best.
Reading	I can read about friends doing sport and world records.	I can answer questions about texts on sports, friendship and world records.	I can use a reading text to draw line graphs or answer questions about self.
Phonics	I can recognize words that use the c as s sound.	I can use words that use the c as s sound.	I can find other words with the c as s sound.
Language use	I can read sentences about how we say what we think will happen and how we make comparisons.	I can make sentences about what I think will happen and make comparisons.	I can ask and answer about what I think will happen and make comparisons.
Life skills and values	I can recognize the different aspects of being a good friend.	I can read and understand a text about being a good friend.	I can think about other ways to be a good friend.
Project	I can think of a world record and work with my group to write a scene describing the athlete who got it.	I can think of a world record, work with my group to write a scene describing who got it and perform the scene in front of the class.	I can think of a world record, work with my group to write a scene describing who got it, provide ideas to improve the scene and perform the scene in front of the class.

Values



1 Listen and read. What do the words in bold mean?

My rules for being a good friend!

1 Never **make fun of** your friends! It isn't kind to laugh at people.

2 Never **tell** your friend's **secrets** to other people.

3 Never **spread rumors** about your friends.

4 Never **pressure** your friend to do something he or she doesn't want to do.

5 **Listen** to your friend's ideas.

6 **Support** your friend.

7 If you make your friend sad, it's good to **apologize**. Saying sorry is important.

8 **Have fun** together!



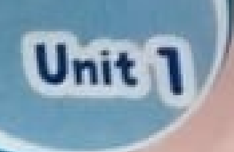
2 Read again and complete the table

spread rumors	make fun of	~~listen~~	tell secrets
pressure someone	support	have fun	apologize

Good	Bad
1 listen	1
2	2
3	3
4	4

Vocabulary: *apologize, have fun, listen, make fun of, pressure someone, spread rumors, support, tell secrets*

Reading and writing



3 Read the story. What rules from Exercise 1 can you find?



One day, Tamer was sad when he came home from school.

"What's the matter?" asked his mom.

"Sherif asked me why I didn't want to do the swimming competition. I told him that I'm scared of water, but it was a secret. He told Adam and Wael, and now everyone knows. They are making fun of me."

"That wasn't very kind of Sherif," said Tamer's mom.

The next day, Tamer was a lot happier.

"How was school today, Tamer?" his mom asked.

"It was better!" said Tamer, smiling. "Sherif apologized for telling my secret. Adam and Wael said sorry for making fun of me. We're all friends again!"

1 Never tell your friend's secret.

2 ……………………………………

3 ……………………………………

4 Now make your own rules

……………………………………

……………………………………

……………………………………

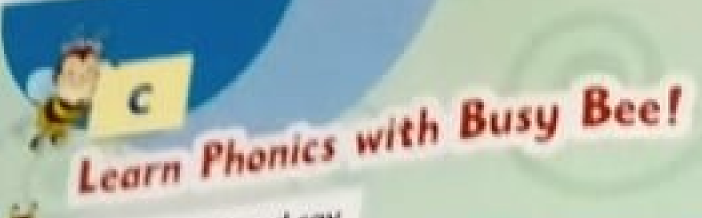
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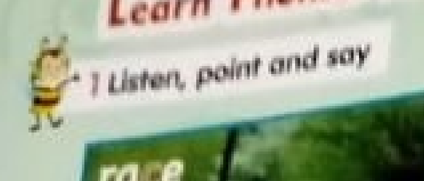
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c

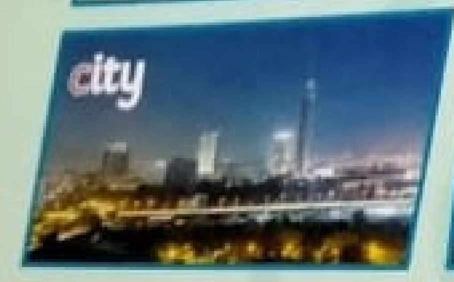
Learn Phonics with Busy Bee!

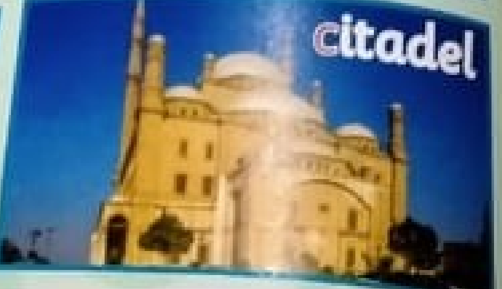


1 Listen, point and say









2 Read and say. Underline the letter c with the s sound

1

ice

2

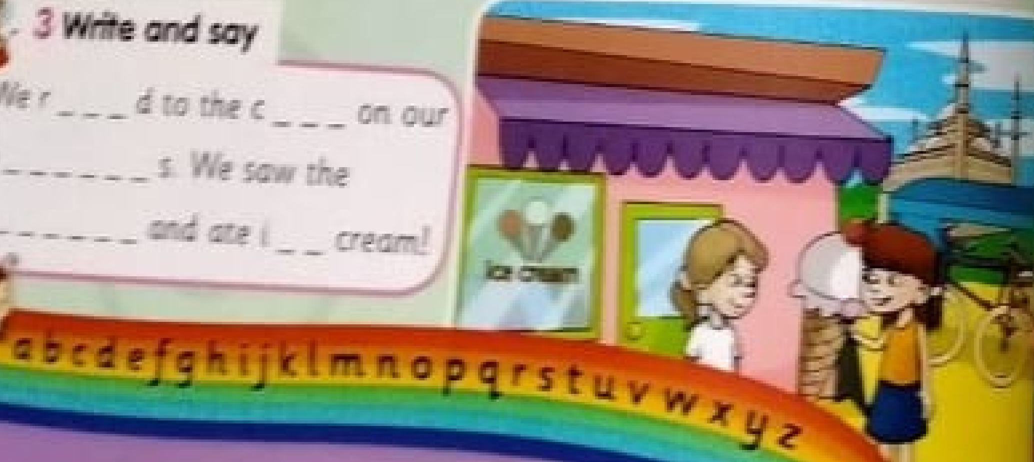
space

3

bicycle

3 Write and say

We r _ _ _ d to the c _ _ _ on our b _ _ _ _ _ s. We saw the c _ _ _ _ _ _ and ate i _ _ cream!



abcdefghijklmnopqrstuvwxyz



c



Learn Phonics with Busy Bee!

1 Look and read. Circle the words with a soft c.

1

carrot

2


distance

3

sports center

4

cookie

5

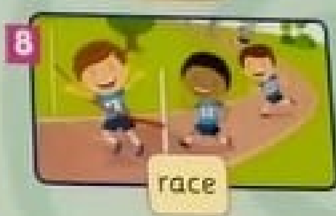
mice

6

policeman

7

camera

8

race

9

plastic



2 Listen, sort and write. Then say

cake camel citadel city coffee cold face fact ice music pencil rice

c sounds like k	c sounds like s
1 ______	1 ______
2 ______	2 ______
3 ______	3 ______
4 ______	4 ______
5 ______	5 ______
6 ______	6 ______

abcdefghijklmnopqrstuvwxyz

CLIL: Math : Units of measurement

1 What do we measure with? Read and write T (time) or D (distance)

1 seconds __T__ 2 centimeters ____ 3 hours ____
4 meters ____ 5 kilometers ____ 6 minutes ____

2 Put the units of measurement in order from small to large

Time ____ ____ ____

Distance ____ ____ ____

3 Look at the line graph and answer the questions

Aya started training for a running competition in January. It's July now. Look at the graph of her fastest times each month.

Aya's fastest 200-meter times

January	45 seconds	February	41 seconds
March	43 seconds	April	36 seconds
May	35 seconds	June	33 seconds

1 Does the graph measure time or distance? ____
2 What was Aya's fastest time in January? ____
3 What was her fastest time in June? ____
4 Is Aya getting faster or slower? ____
5 What happens to the line on the graph? ____

4 Read and make a line graph

Ramy is training for a long jump competition. Look at his distances and make a line graph.

Day	Distance	Day	Distance	Day	Distance
Week 1	350 cm	Week 2	355 cm	Week 3	361 cm
Week 5	363 cm	Week 4	365 cm		

Think!

Does the graph measure time or distance?
What happens to the line on the graph?
The competition is in Week 6. Do you think Ramy will jump far?

CLIL: Social Studies: World records

Unit 1



1 Listen and read

World records

What is a **world record?** It's something which is the fastest, biggest, oldest, or smallest in the world. People in many different countries like trying to make new world records all the time.
Here are some famous Egyptian world records.

Did you know ...?

In 2017/2018, the Egyptian footballer Mohamed Salah set a world record when he played for the English team, Liverpool. He scored the highest number of goals in one season – 32 goals!



Egypt's national football team has a world record too. It is for winning the Africa Cup of Nations the most times. It won seven times, in 1957, 1959, 1986, 1998, 2006, 2008, and 2010!



And in 2018, **cyclists** in Egypt made a new world record. They made the largest GPS drawing by bicycle! The challenge was to cycle 761 km around Egypt, and record the direction of the race. The cyclists started at the Great Pyramids of Giza, and it took three days to finish.

The picture of their journey made the shape of a heart on the map! It was important because it made people think about how important it is to keep your heart healthy.

It isn't just Egyptian people who break world records. The Egyptian Mau is the fastest cat in the world. It can run up to 48 kilometers an hour!





2 Read again and correct the words in bold

1 Mohamed Salah scored **11** goals in 2017/2018. __32__
2 Egypt's national football team won the Africa **Medal** of Nations. ____
3 The cyclists made the shape of a **pyramid** on the map. ____
4 The Egyptian Mau is the **biggest** cat in the world. ____

Project: Make a theater stage



Think about one of the world records or Olympic medals you read about. You can find out about a new one, too! Imagine what happened when the athlete got it.



1 Read and make your stage

Who is in the play?

What do they wear?

What do they do?

Where is the play?



2 Make



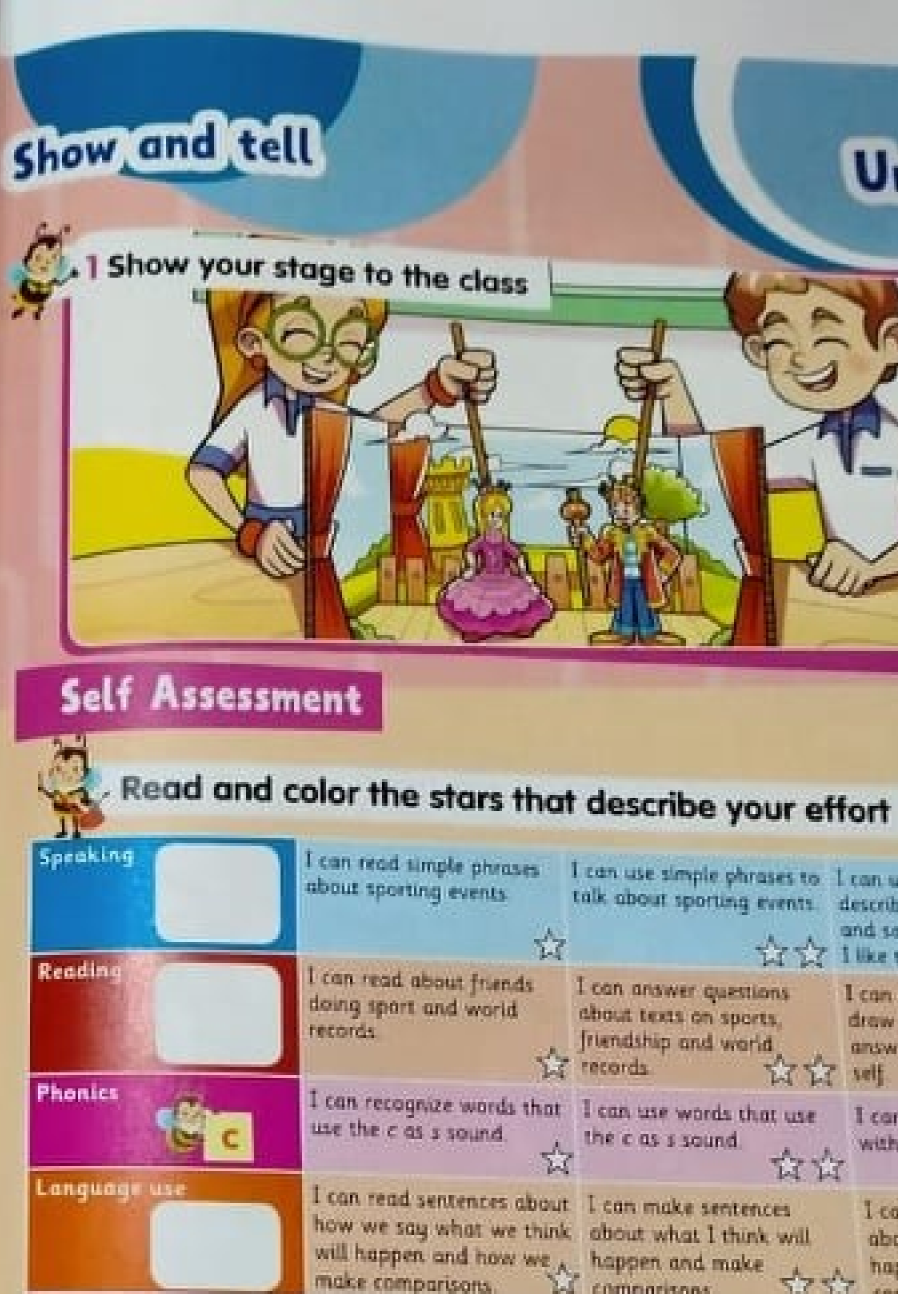


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